

Kentucky Education Professional Standards Board
Kentucky Certificate Endorsement Program Review Document Guidelines

- C. The program proposal must describe how this program prepares candidates to integrate and assess the **Kentucky Core Academic Standards** in their teaching.

The MAE-Literacy Education program ensures that all candidates within the program have extensive, varied, and measurable experiences using the English/Language Kentucky Core Academic Standards within the required coursework. Learning experiences, including supervised field and clinical experiences provide opportunities for students to become fluent with the Kentucky Core Academic Standards for English/Language Arts. These experiences include understanding how the KCAS fit within a larger picture of research-based, balanced reading/literacy instruction; understanding how standards may need to be broken down into smaller learning tasks or targets; and understanding how to develop formative and summative assessments that measure learning and inform instruction. Examples of these experiences within our core literacy coursework include:

LTCY 518 Literacy Education and Technology (3 hours) - Model Reading and Integrated Technology Instruction Project: Students must include connections in their technology-integrated instructional projects indicating which of the KCAS standards are addressed within the project and how the standards are assessed. Students must submit five projects that span phonemic awareness, phonics, fluency, vocabulary and comprehension instruction.

LTCY 519 Foundations of Reading Instruction (3 hours) – Graduate students write lesson plans in which they incorporate the gradual release of responsibility with research based reading instruction in order to teach lessons based on the Kentucky Core Academic Standards. Students must reference the KCAS standards they address within lesson plans. In addition, students create Webquests in which they incorporate research based reading instructional strategies around one children’s literature title. Within the Webquest students must note which Kentucky Core Academic Standards are addressed.

LTCY 520 Clinical Diagnosis of Reading Variability (3 hours) – Graduate student clinicians learn about the field of diagnostic assessment intervention and research while simultaneously extending their knowledge of the literacy process so that their skills are sufficient to make decisions about appropriate tools and strategies for clinical assessment and

instruction. Discussion of the Kentucky Core Academic Standards for English/Language Arts as they relate to providing a foundation and basis for instructional intervention is interwoven throughout the course when learning about assessments and clinical diagnosis.

LTCY 521 Reading Intervention (3 hours) – Intervention Lesson Planning: Students prepare nine intervention lessons based on the results of the clinical diagnostic assessments for the P-12 client that they assessed in the preceding clinical diagnostic course (LTCY 520 Clinical Diagnosis of Reading Difficulties). All intervention lessons must align with ELA/KCAS at the appropriate level for the client. Intervention plans must include standards and learning targets. Clinical/field experience: Graduate student clinicians provide instruction based upon their intervention plans to their P-12 client. Students document each instructional session and provide evidence of the instructional events, intervention lessons, materials used, and samples of student work.

LTCY 522 Investigations in Reading (3 hours) - Integration and assessment of KCAS varies as it is dependent on students' topic selections for their Comprehensive Literacy Projects. Students who select topics specifically tied to classroom practice, school-wide literacy initiatives, or community involvement identify and discuss relevant KCAS in the literature review, the focus of the project, and/or appendices materials of their project.

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours) - The Critical Performance for LTCY 523, Classroom Assessment and Differentiated Instruction, requires students to align instruction and assessment with the Kentucky Core Academic Standards (KCAS). Students select standards as the foundation for planning and implementing the project. Selected standards are based on classroom students' strengths and areas growth as identified by a pre-assessment document. Standards-based instruction and formative assessment are then planned, created, and implemented. For the School Data Report and Analysis, students must identify areas for growth and match them to the KCAS for a selected school based on state-mandated assessment results. In the Alignment Task, students identify, justify, and evaluate formative assessments for selected KCAS.

LTCY 524 Teaching Literacy in the Content Areas (3 hours) - Lesson Planning: Students must prepare eight lesson plans geared for middle/secondary adolescent readers. All lessons must align with ELA/KCAS for English and for content area reading instruction. Plans must include standards, learning targets to be taught, and aligned assessments. Clinical/Field Experience: Students must work with one or more adolescent readers to provide instruction based upon the KCAS/ELA

standards. Students must document each instructional session and provide evidence of the instructional events, lesson plans, materials used, and samples of student work. Literacy Success Plan: Students must demonstrate a cohesive instructional plan based on the work done in the clinical/field experience. A full reporting of instruction, standards alignment, assessments, results, recommendations and reflections must be included in the success plan.

LTCY 527 Literacy Learning and Cultural Differences (3 hours) – The Strategic Plan to Address Literacy Issues requires that students include the Kentucky Core Academic Standards as they develop an instructional plan to identify solutions, ideas and considerations that address a barrier to literacy learning. Students must identify the research base for each standard and how the learning experiences they suggest allow literacy learners to master English/Language Arts standards.

LTCY 528 Literacy Research Methods and Evaluation (3 hours) - Integration and assessment of KCAS varies as it is dependent on students' topic selections for their Critical Performances. Students who select topics specifically tied to classroom practice, school-wide literacy initiatives, or community involvement identify and discuss relevant KCAS in their Critical Performance/Research Paper.

LTCY 599 Thesis (6 hours) - Integration and assessment of KCAS varies as it is dependent on students' topic selections for their Thesis and research. Students who select research topics specifically tied to classroom practice, school-wide literacy initiatives, or community involvement identify, include and discuss relevant KCAS in the literature review, in the research project, and/or appendices materials of their project.

LTCY 624 Seminar in Literacy Issues (3 hours) - Integration and assessment of KCAS varies as it is dependent on students' topic selections for their Comprehensive Literacy Projects. Students who select topics specifically tied to classroom practice, school-wide literacy initiatives, or community involvement identify and discuss relevant KCAS in the literature review, as focus of the project, and/or appendices materials of their project. This is the second of two courses required for the Comprehension Literacy Project.

WKU Curriculum Contract
Master of Arts in Education – Literacy Education
Leading to Reading P-12 Endorsement

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Last,	First	Middle	WKU ID Number	Email Address
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Street			Home Phone Number	
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City	State	Zip Code	E-mail Address	

MAE Literacy Education
(Reading and Writing Endorsement)

Effective April 2007

Professional Education Component (21 Hours)

Required (21 Hours)

LTCY 518 Literacy Education and Technology (3 Hours)
LTCY 519 Foundations of Reading Instruction (3 Hours)
LTCY 520 Clinical Diagnosis of Reading Variability (3 Hours)
LTCY 521 Reading Intervention (3 Hours)
LTCY 524 Content Area Literacy (3 Hours)
LTCY 527 Literacy Learning & Cultural Differences (3 Hours)
LTCY 528 Literacy Research Methods & Evaluation (3 Hours)

Specialization Component (6 Hours)

Choose one of the following (3 Hours total)

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 Hours)
LTCY 624 Seminar in Literacy Issues (3 Hours)
LTCY 695 Internship in Literacy Supervision (3 Hours)

Restricted Electives (3 Hours) - choose one:

PSY 510 Advanced Education Psychology (3 Hours)
PSY 511 Psychology of Learning (3 Hours)
PSY 519 Psychological Perspectives on Classroom Behavior (3 Hours)
PSY 540 Behavioral Problems of Childhood and Adolescence (3 Hours)
ELED 503 Organization of Elementary School Curriculum (3 Hours)
MGE 571 Middle School Curriculum (3 Hours)
EXED 516 The Child with Exceptionalities: Perspectives & Issues (3 Hours)
SEC 580 Curriculum (3 Hours)
ENG 596 Writing Project (3 of 6 Hours)
LME 518 Advanced Children's Literature (3 Hours)
LME 527 Literature for Young Adults (3 Hours)
EXEC 523 Curriculum/Methods in Early Childhood Special Education (3 Hours)
IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 Hours)

Research Foundations (3 Hours):

EDFN 500 Research Methods (3 Hours)

Research (6 Hours) NOTE: Students may select the Thesis or Non-Thesis Option

LTCY 599 Thesis

Non-Thesis Option (6 Hours) NOTE: Students may select the Thesis or Non-Thesis Option

LTCY 522 Investigations in Reading
LTCY 624 Seminar in Literacy Issues

NOTE: Hours above 30 count toward Rank 1
Total: 36 hours in program

V. Specialized Program Content Required for this Endorsement: Reading P-12

<p>IRA Standards and Elements</p> <p>Reading (Pre-K and Elementary Classroom Teacher and Middle and High School Reading Classroom Teacher)</p>	<p>Evidence that demonstrates competence may include, but is not limited to the following:</p> <p>If you assess additional evidence, add bullets as needed.</p>	<p>How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</p> <p>For each assessment, list the course number and assessment title. Link the assessment title to the relevant location in the syllabus for the course of which it is a part.</p> <p>If the bulleted item is not assessed as part of the program, place NA in the corresponding column.</p>
<p>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p>		
<p>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p>Pre-K and Elementary Classroom Teacher</p> <ul style="list-style-type: none"> Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language. 	<p>LTCY 519 – Responses to Readings - Lesson Plans</p> <p>LTCY 527 – Ultimate value of being Literate</p> <p>LTCY 528 – Critical Performance</p> <p>LTCY 528 – Review and Presentation of Research Articles</p> <p>LTCY 528 – Annotated Bibliography</p> <p>LTCY 522 – Comprehensive Literacy Project, Part 1</p> <p>LTCY 518 – Voice Thread Response to Readings</p>

	<ul style="list-style-type: none"> • Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research. 	LTCY 519 – Responses to Readings; Lesson Plans
	<ul style="list-style-type: none"> • Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components. 	LTCY 527 – A world view of Literacy
	<ul style="list-style-type: none"> • Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources). 	LTCY 519 – Responses to Readings LTCY 518 – Model Reading and Integrated Technology Instructional Plans
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents. 	LTCY 524 – Reading Guides LTCY 528 – Critical Performance LTCY 528 – Review and Presentation of Research Articles LTCY 528 – Annotated Bibliography LTCY 522 – Comprehensive Literacy Project, Part I LTCY 518 – Voice Thread Response to Readings
	<ul style="list-style-type: none"> • Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English. 	LTCY 524 – Reading Guides; Lesson Plans
	<ul style="list-style-type: none"> • Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research. 	LTCY 524 – Reading Guides

	<ul style="list-style-type: none"> • Explain the research and theory about learning environments that support individual motivation to read and write. 	LTCY 524 – Reading Guides
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> • Identify major milestones in reading scholarship and interpret them in light of the current social context. 	LTCY 519 – Responses to Readings LTCY 522 – Comprehensive Literacy Project, Part I
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> • Show fair mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals. 	LTCY 519– Responses to Readings LTCY 518 – Voice Thread Response to Readings
	<ul style="list-style-type: none"> • Use multiple sources of information to guide instructional planning to improve reading achievement of all students. 	LTCY 520 – Performance Assessment Portfolio LTCY 521 – Intervention Lesson Plans and reflections LTCY 518 – Voice Thread Response to Readings
Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.		
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Explain how the reading and writing curriculum is related to local, state, and professional standards. 	LTCY 519 – Lesson Plans LTCY 523 – School Data Report LTCY 518 – Voice Thread Response to Readings LTCY 521 – Reflective Log/Journal
	<ul style="list-style-type: none"> • Implement the curriculum based on students' prior knowledge, world experiences, and interests. 	LTCY 519 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction

		Projects LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Evaluate the curriculum to ensure that instructional goals and objectives are met. 	LTCY 519 – Lesson Plans LTCY 523 – School Data Report LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts. 	LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Daily Lesson Plans
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Explain how the reading and writing relate to their content area and to local, state, and professional standards. 	LTCY 524 – Lesson Plans LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Implement the curriculum based on students' prior knowledge, world experiences, and interests. 	LTCY 524 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demand of the content areas. 	LTCY 524 – Lesson Plans LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students' literacy needs. 	LTCY 524 – Lesson Plans; Success Plan LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Daily Lesson Plans
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Select and implement instructional approaches based on evidence-based rationale and student needs, and purposes 	LTCY 519 – Lesson Plans

comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge (see the <u>Glossary</u> for their definition of <i>cognitive model of reading</i>).]	for instruction.	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> Differentiate instructional approaches to meet students' reading and writing needs. 	LTCY 519 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. 	LTCY 519 – WebQuest; Lesson Plans LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. 	LTCY 519 – Lesson Plans LTCY 518 – Model Reading and Integrated Technology Instruction Projects

		LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Select and implement reading and writing approaches that are evidence based and meet student needs 	LTCY 524 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> • Differentiate instructional approaches to meet students' reading and writing needs in the content areas. 	LTCY 524 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> • Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking. 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> • Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. 	LTCY 524 – Lesson Plans LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention

		Plan
	<ul style="list-style-type: none"> As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners. 	LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. 	LTCY 519 – Response to readings LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials. 	LTCY 518 – Model Reading and Integrated Technology Instruction Projects (digital)
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses. 	LTCY 524 – Response to readings LTCY 521 – Initial Intervention Plan; Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> Guided by evidence-based rationale, select and use traditional print, digital, and online resources. 	LTCY 524 – Response to readings LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 518 – Model Reading and Integrated Technology Instruction Projects LTCY 521 – Initial Intervention Plan;

		Daily Lesson Plans; Final Intervention Plan
	<ul style="list-style-type: none"> • Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources. 	LTCY 518 – Model Reading and Integrated Technology Instruction Projects (digital)
Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.		
3.1: Understand types of assessments and their purposes, strengths, and limitations.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Demonstrate an understanding established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. 	LTCY 520 - Critiques of Assessments; Review of Literature LTCY 523 – Classroom Assessment and Differentiated Instruction; Alignment Task LTCY 528 – Review and Presentation of Research Articles LTCY 528 – Annotated Bibliography LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> • Describe strengths and limitations of a range of assessment tools and their appropriate uses. 	LTCY 520 - Critiques of Assessments; Review of Literature
	<ul style="list-style-type: none"> • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 - Critiques of Assessments; Review of Literature
	<ul style="list-style-type: none"> • Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	LTCY 520 - Critiques of Assessments; Review of Literature
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in 	LTCY 520 - Critiques of Assessments; Review of Literature

	assessing student performance.	LTCY 524 – Success Plan LTCY 523 – Classroom Assessment and Differentiated Instruction; Alignment Task LTCY 528 – Review and Presentation of Research Articles LTCY 528 – Annotated Bibliography LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Describe the strengths and limitations of a range of assessment tools and their appropriate uses. 	LTCY 520 - Critiques of Assessments; Review of Literature
	<ul style="list-style-type: none"> Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 - Critiques of Assessments; Review of Literature
	<ul style="list-style-type: none"> Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	LTCY 520 - Critiques of Assessments; Review of Literature
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. 	LTCY 519 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity

		LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Interpret and use assessment data to analyze individual, group, and classroom performance and progress. 	LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths. 	LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness. 	LTCY 524 – Success Plan LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures. 	LTCY 524 – Lesson Plans LTCY 523 – Classroom Assessment and Differentiated Instruction LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Recommend and administer assessments for students in need of reading and writing assistance. 	LTCY 524 – Success Plan LTCY 523 – Classroom Assessment and

		<p>Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Interpret and use assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines. 	<p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness. 	<p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
3.3: Use assessment information to plan and evaluate instruction.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. 	<p>LTCY 523 – Classroom Assessment and Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching. 	<p>LTCY 523 – Classroom Assessment and Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Interpret patterns in classroom and individual students' data. 	LTCY 523 – Classroom Assessment and

		<p>Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data. 	<p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources. 	<p>LTCY 524 – Success Plan</p> <p>LTCY 523 – Classroom Assessment and Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching. 	<p>LTCY 524 – Success Plan</p> <p>LTCY 523 – Classroom Assessment and Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> Identify and interpret patterns in classroom and individual students' data. 	<p>LTCY 523 – Classroom Assessment and Differentiated Instruction</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p>

		LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
	<ul style="list-style-type: none"> Collaborate with content area teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives. 	LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans/On-going Assessment; Progress Report; Instructional Intervention Observations
3.4: Communicate assessment results and implications to a variety of audiences.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student parents or guardians, colleagues, and administrators). 	LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Final Intervention Report
	<ul style="list-style-type: none"> Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction. 	LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Final Intervention Report
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators). 	LTCY 524 – Success Plan LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Final Intervention Report
	<ul style="list-style-type: none"> Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas). 	LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Final Intervention Report
Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. 	LTCY 519 – Response to readings; Annotated Bibliography LTCY 527 – Ultimate value of being

		Literate; A World View of Literacy LTCY 520 – Reflective Discussion and Critique
	<ul style="list-style-type: none"> Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write. 	LTCY 519 – Response to readings LTCY 527 – Ultimate value of being Literate; A World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique
	<ul style="list-style-type: none"> Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development. 	LTCY 519 – Response to readings LTCY 527 – A World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique LTCY 521 – Initial Intervention Report
	<ul style="list-style-type: none"> Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. 	LTCY 519 – Response to readings LTCY 527 – A World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique LTCY 521 – Initial Intervention Report
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable. 	LTCY 524 – Response to readings LTCY 527 – Ultimate value of being Literate; A World View of Literacy LTCY 520 – Reflective Discussion and Critique
	<ul style="list-style-type: none"> Demonstrate an understanding of the impact of urban, 	LTCY 527 – Ultimate value of being

	suburban, and rural environments on local culture, language, and learning to read and write.	Literate; A World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique
	<ul style="list-style-type: none"> Demonstrate an understanding of the ways in which diversity influences adolescent literacy development. 	LTCY 524 – Response to readings LTCY 527 – Ultimate value of being Literate; A World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique LTCY 521 – Initial Intervention Report
	<ul style="list-style-type: none"> Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development. 	LTCY 527 – World View of Literacy; Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique LTCY 521 – Initial Intervention Report
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> Assess the various forms of diversity that exist in students as well as in the surrounding community. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Review of Literature; Reflective Discussion and Critique
	<ul style="list-style-type: none"> Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. 	LTCY 519 – Lesson plans LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Provide instruction and instructional that are linked to students' backgrounds and facilitate a learning environment 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real

	in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).	World LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Provide instruction and instructional formats that engage students as agents of their own learning. 	LTCY 519 – Webquest LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Assess the various forms of diversity that exist in students as well as in the surrounding community. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Review of Literature; Reflective Discussion and Critique
	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. 	LTCY 524 – Lesson Plans; Response to readings LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> • Provide instructional formats that engage students as agents of their own learning. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World
	<ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Reflective Discussion and Critique

	<ul style="list-style-type: none"> • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World
Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Arrange their classrooms to provide easy access to books, other materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Modify the arrangement to accommodate students' changing needs. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> • Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Modify the arrangement to accommodate students' changing needs. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 624 - Implement and Document Research Project LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults). 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 624 - Implement and Document Research Project LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Create supportive environments where English learners are encouraged and given many opportunities to use English. 	LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Daily Lesson Plans
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another;	<ul style="list-style-type: none"> Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 527 – Strategic Plan to Address

discussions, and peer feedback).	resources.	<p>Literacy Issue; Theory Meets the Real World</p> <p>LTCY 624 - Implement and Document Research Project</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans</p>
	<ul style="list-style-type: none"> • Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources). 	<p>LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans</p>
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> • Use evidence-based rationale to make and monitor flexible instructional grouping options for students. 	<p>LTCY 519 – Lesson Plans</p> <p>LTCY 524 – Lesson Plans</p> <p>LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Daily Lesson Plans; Instructional Intervention Observations</p>
	<ul style="list-style-type: none"> • Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities. 	<p>LTCY 519 – Lesson Plans</p> <p>LTCY 524 – Lesson Plans</p> <p>LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World</p>

		LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups). 	LTCY 519- Lesson Plans LTCY 524 – Lesson Plans LTCY 527 – Strategic Plan to Address Literacy Issue; Theory Meets the Real World LTCY 521 – Daily Lesson Plans
Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.		
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"> • Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture. 	LTCY 527 – Ultimate value of being Literate; A World View of Literacy; Identification of Barriers to Literacy LTCY 624 - Implement and Document Research Project; Evaluate Research Project
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Display positive reading and writing behaviors and serve as a model for students. 	LTCY 527 – Ultimate value of being Literate LTCY 624 - Implement and Document Research Project; Evaluate Research Project LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school. 	LTCY 527 – Ultimate value of being Literate; A World View of Literacy LTCY 624 - Implement and Document Research Project; Evaluate Research Project LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> • Work collaboratively and respectfully with families, colleagues, and community members to support students' 	LTCY 527 – Ultimate value of being Literate; A World View of Literacy

	reading and writing.	LTCY 624 - Implement and Document Research Project; Evaluate Research Project LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity LTCY 521 – Final Intervention Plan
	<ul style="list-style-type: none"> Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. 	LTCY 528 – Critical Performance LTCY 522 – Comprehensive Literacy Project, Part I LTCY 624 - Implement and Document Research Project; Evaluate Research Project
	<ul style="list-style-type: none"> Implement plans and use results for their own professional growth. 	LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project
	<ul style="list-style-type: none"> Join professional organizations related to reading and writing and participate as members. 	LTCY 519 – Response to Readings
	<ul style="list-style-type: none"> Demonstrate effective use of technology for improving student learning. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 521 – Daily Lesson Plans
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Display positive reading and writing behaviors and serve as a model for students. 	LTCY 527 – Ultimate value of being Literate LTCY 624 - Implement and Document Research Project; Evaluate Research Project LTCY 599 – Thesis LTCY 521 – Daily Lesson Plans
	<ul style="list-style-type: none"> Understand the families' and community's roles in helping 	LTCY 527 – Ultimate value of being Literate; A World View of Literacy;

	students apply reading and writing skills to content learning.	<p>Identification of Barriers to Literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project</p> <p>LTCY 599 – Thesis</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Final Intervention Report</p>
	<ul style="list-style-type: none"> • Work with families, colleagues, and the community to support student learning. 	<p>LTCY 527 – Ultimate value of being Literate; A World View of Literacy; Agencies and Organizations that Support Literacy; Identification of Barriers to Literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project</p> <p>LTCY 599 – Thesis</p> <p>LTCY 520 – Diagnostic Summary Report; Journal of Assessment Activity</p> <p>LTCY 521 – Final Intervention Plan</p>
	<ul style="list-style-type: none"> • Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school. 	<p>LTCY 527 – Ultimate value of being Literate; A World View of Literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project</p> <p>LTCY 599 – Thesis</p> <p>LTCY 521 – Daily Lesson Plans</p>
	<ul style="list-style-type: none"> • Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions. 	<p>LTCY 528 – Critical Performance</p> <p>LTCY 522 – Comprehensive Literacy Project, Part I</p>

	<ul style="list-style-type: none"> • Carry out plans and use results for their own professional growth. 	LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project LTCY 599 – Thesis
	<ul style="list-style-type: none"> • Are members of professional organizations related to reading and writing. 	LTCY 519 – Response to Readings
	<ul style="list-style-type: none"> • Demonstrate effective use of technology for improving student learning. 	LTCY 518 – Culminating Literacy and Technology Integration Plan LTCY 521 – Daily Lesson Plans
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"> • Recognize the importance of professional development for improving reading and writing in schools. 	LTCY 527 – Ultimate value of being Literate LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project LTCY 599 – Thesis
	<ul style="list-style-type: none"> • Participate individually and with colleagues in professional development programs at the school and district levels. 	LTCY 527 – Ultimate value of being Literate; Identification of Barriers to Literacy LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project LTCY 599 – Thesis
	<ul style="list-style-type: none"> • Apply learning from professional development to instructional practices. 	LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project LTCY 599 – Thesis
6.4: Understand and influence local, state, or national policy decisions.	Pre-K and Elementary Classroom Teacher	
	<ul style="list-style-type: none"> • Are informed about important professional issues. 	LTCY 527 –A World View of Literacy; Agencies and Organizations that Support Literacy; Identification of Barriers to

		<p>Literacy</p> <p>LTCY 522 – Identification of key issues in literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project</p> <p>LTCY 599 – Thesis</p>
	<ul style="list-style-type: none"> Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes. 	<p>LTCY 527 – A World View of Literacy; Agencies and Organizations that Support Literacy; Identification of Barriers to Literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project</p> <p>LTCY 599 – Thesis</p>
	Middle and High School Reading Classroom Teacher	
	<ul style="list-style-type: none"> Are informed about important professional issues. 	<p>LTCY 522 – Identification of key issues in literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project</p> <p>LTCY 599 – Thesis</p>
	<ul style="list-style-type: none"> Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. 	<p>LTCY 527 – Agencies and Organizations that Support Literacy; Identification of Barriers to Literacy</p> <p>LTCY 624 - Implement and Document Research Project; Evaluate Research Project; Present Research Project</p> <p>LTCY 599 – Thesis</p>

